

DIAGNOSTIC PRE-ASSESSMENT D

*Use this Diagnostic Pre-Assessment to identify
students who require intervention in these areas:*

*Grammar & Usage
Vocabulary*

Standards Plus®
**COMMON CORE
INTERVENTION**

Grade
3
D

*After analyzing the
pre-assessment data, you can
implement your intervention
program with our ready-to-teach
Standards Plus Common Core
Intervention Materials.*

LANGUAGE ARTS GRADE 3

Diagnostic Pre-Assessment



Administering the Diagnostic Pre-Assessment:

- Determine if all or a subgroup of your students will be assessed.
- Print the appropriate number of student assessments.
- Distribute the assessments and review the directions with the students.
- Have students complete the assessment independently.
- Collect and score the assessments.
- Students who perform at 75% or lower will benefit from intervention instruction for the topic.

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See the next page for the Diagnostic Pre-Assessment procedure and answer key.

Procedure and Answer Key

Standards Plus® – Common Core Intervention Language Arts – Grade 3

Procedure: Each intervention assessment is designed to be completed independently by the students. Read the directions aloud, and ensure that students understand how to mark their answer choices. Collect the assessments and use the answer key to correct.

Strand: Grammar & Usage

Focus: Words We Use

Pre-Assessment: #D1

Answers:

1. Drove
2. Her
3. Mall
4. Beautiful
- 5.

| | | | | |
|-----------|--------|----------|---------|-----------|
| friends | cup | pictures | spider | agreement |
| Michael | clouds | trees | hug | parties |
| happiness | flags | rainbow | sticker | apples |

6. H
7. C
8. A
9. B

Strand: Grammar & Usage

Focus: Writing Sentences

Pre-Assessment: #D2

Answers:

1. Interrogative
2. Declarative
3. Imperative
4. Exclamatory
5. Mr. Jenkins washed the car on Friday.
6. Diana knows how to use a pogo stick.
7. C
8. A
9. B

Procedure and Answer Key

Standards Plus® – Common Core Intervention Language Arts – Grade 3

Procedure: Each intervention assessment is designed to be completed independently by the students. Read the directions aloud, and ensure that students understand how to mark their answer choices. Collect the assessments and use the answer key to correct.

Strand: Vocabulary Acquisition & Use

Focus: Word Meanings

Pre-Assessment: #D3

Answers:

Answers will vary. Possible answers:

1. I will pack a lunch for school tomorrow.
2. The girl put her sweater in her pack after school.
3. The context clue for pilot is learning to fly an airplane.
4. A synonym for instructor is teacher.
5. An antonym for wrong is right.
6. A piece of cake is something that is easy to do.
7. These are all terms that mean happy. Pleased is just happy. Overjoyed is extremely happy. In seventh heaven is an idiom for being so happy that it couldn't be any better. Delighted is happiness that you didn't really expect.

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See the next three pages for the Diagnostic Pre-Assessments.

Name:

Pre-Assessment D1

Directions: Circle the identified part of speech in each sentence.

1. Benjamin drove to the mountains. (verb)
2. Lisa couldn't find her keys anywhere. (pronoun)
3. I saw him at the mall. (noun)
4. Who is that beautiful woman at the counter? (adjective)
5. Circle the singular nouns below. Cross out the plural nouns.

| | | | | |
|-----------|--------|----------|---------|-----------|
| friends | cup | pictures | spider | agreement |
| Michael | clouds | trees | hug | parties |
| happiness | flags | rainbow | sticker | apples |

6. Which sentence contains a comparative adjective?
 - F. The firefighters worked more long than the construction workers.
 - G. Put your math books away first.
 - H. The bird was tinier than a mouse.
 - J. The girl is really tall.

Directions: Read each sentence. Identify the tense of the underlined verb. Circle your answer choice.

7. My grandma will fly to Seattle next summer.
 - A. present tense
 - B. past tense
 - C. future tense
8. Jennifer plays with Julie at the park.
 - A. present tense
 - B. past tense
 - C. future tense
9. Tina waved good-bye to Mr. Robson when she left for the day.
 - A. present tense
 - B. past tense
 - C. future tense

Name:

Pre-Assessment D2

Directions: Circle the word that identifies the type of sentence.

1. Where are the other students?

declarative

interrogative

imperative

exclamatory

2. Howard found the book at the library.

declarative

interrogative

imperative

exclamatory

3. Pick up your shoes, please.

declarative

interrogative

imperative

exclamatory

4. Clean your room!

declarative

interrogative

imperative

exclamatory

Directions: Read each sentence. Circle the subject in each sentence. Underline the predicate in each sentence.

5. Mr. Jenkins washed the car on Friday.

6. Diana knows how to use a pogo stick.

Directions: Circle the word that identifies the type of sentence.

7. Amy didn't go to school because she had the flu.

A. simple

B. compound

C. complex

8. Henry Randolph is my favorite coach at the recreation center.

A. simple

B. compound

C. complex

9. Michael has a piano, but he doesn't know how to play it.

A. simple

B. compound

C. complex

Name: _____

Pre-Assessment D3

Directions: Use the word **pack** in two different sentences. Each sentence should use **pack** to mean something different.

1. _____

2. _____

Directions: Read the passage and answer the questions below.

Albert is learning to fly an airplane. His grandfather is a pilot, and his mother is a pilot, so Albert wants to be a pilot, too. He has flown with his mother, his grandfather, and his instructor, Mr. Duarte. Mr. Duarte is teaching him to take-off and land. When he flies with his mother and grandfather, he gets to take the controls when they are already in the air. Mr. Duarte is also teaching Albert what to do when things go wrong. Albert hopes to be able to get his pilot's license on his seventeenth birthday.

3. Which context clues help you to know the meaning of pilot in the passage?

4. What is a synonym for the word instructor? _____

5. What is an antonym for the word wrong? _____

6. Read the sentence. Use the context to help you determine the meaning of the underlined idiom. Write the meaning of the idiom on the line.

John is a talented painter, so painting the mural was a piece of cake.

7. Read these words. How are they related? Describe the shades of meaning.

pleased

overjoyed

in seventh heaven

delighted

Standards Plus® Common Core Intervention

Diagnostic Pre-Assessment Results

Once you have the results of the Diagnostic Pre-Assessment, providing targeted intervention instruction is easy with Standards Plus Common Core Intervention. Simply teach the topic(s) that meet your students' needs. Each topic includes scaffolded, ready-to-teach, scripted, direct instruction lessons, performance tasks, and post-assessments.

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More About Standards Plus Common Core Intervention

What is Standards Plus CC Intervention?

Standards Plus CC Intervention is a set of research-based, scaffolded 1-8 language arts and math lessons written to the Common Core Standards. These explicit, direct instruction lessons were designed to build the essential prerequisite elements of the grade level standards.

Benefits:

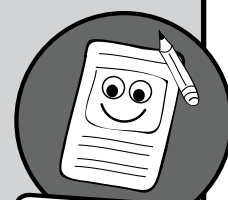
- Ready-to-teach lessons and performance tasks with very little teacher preparation.
- Instruction is scaffolded and provides exposure to the standards at DOK levels 1-3.
- Grade level content vocabulary is taught within the context of the lessons.
- Prepares students for grade level success.
- Ideal for:
 - Small group instruction
 - After school programs
 - Special Ed. settings to meet IEP goals
 - Summer school programs

Standards Plus Common Core Intervention Instructional Components

Step-by-Step

Direct Instruction Lessons:

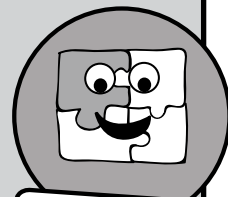
These ready-to-teach lessons are organized by topic to develop prerequisite skills and concepts while scaffolding to grade-level appropriate activities. These lessons are written to DOK levels 1 and 2.



**Step-by-Step
Lessons**

Performance Tasks:

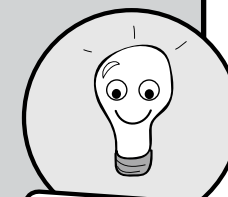
Within each topic, students have the opportunity to participate in a Performance Task to apply what they have learned in a unique setting and cement their learning. These lessons are written to DOK levels 1 and 2.



**Performance
Tasks**

Post-Assessments:

Parallel to the Diagnostic Pre-Assessments, these assessments provide data directly related to the instruction provided.



**Post-Assessments
(Parallel to Diagnostic)**

Standards Plus® COMMON CORE INTERVENTION

| Grade | ELA Topic A | ELA Topic B | ELA Topic C | ELA Topic D |
|----------|---|-------------------------------------|--|---|
| 1 | Reading Literature and Writing | Reading Informational Text | Reading Foundational Skills, Capitalization, and Punctuation | Spelling, Grammar & Usage, and Vocabulary |
| 2 | Reading Literature and Writing | Reading Informational Text | Reading Foundational Skills, Capitalization, Punctuation, and Spelling | Grammar & Usage and Vocabulary |
| 3 | Reading Literature and Writing | Reading Informational Text | Capitalization, Punctuation, and Spelling | Grammar & Usage and Vocabulary |
| 4 | Reading Literature and Writing | Reading Informational Text | Capitalization, Punctuation, and Spelling | Grammar & Usage and Vocabulary |
| 5 | Reading Literature and Writing | Reading Informational Text | Capitalization, Punctuation, and Spelling | Grammar & Usage and Vocabulary |
| 6 | Reading Literature and Writing | Reading Informational Text | Capitalization, Punctuation, and Spelling | Grammar & Usage and Vocabulary |
| 7 | Reading Literature and Writing | Reading Informational Text | Capitalization, Punctuation, and Spelling | Grammar & Usage and Vocabulary |
| 8 | Reading Literature and Writing | Reading Informational Text | Capitalization, Punctuation, Spelling, and Grammar & Usage | Vocabulary |
| Grade | Math Topic A | Math Topic B | Math Topic C | Math Topic D |
| 1 | Operations & Algebraic Thinking | Number & Operations in Base Ten | Measurement & Data | Geometry |
| 2 | Operations & Algebraic Thinking | Number & Operations in Base Ten | Measurement & Data | Geometry |
| 3 | Operations & Algebraic Thinking | Number & Operations – Fractions | Number & Operations in Base Ten and Geometry | Measurement & Data |
| 4 | Operations & Algebraic Thinking | Number & Operations – Fractions | Number & Operations in Base Ten and Geometry | Measurement & Data |
| 5 | Number & Operations in Base Ten | Number & Operations – Fractions | Measurement & Data | Operations & Algebraic Thinking |
| 6 | The Number System | Ratios & Proportional Relationships | Expressions & Equations | Geometry and Statistics & Probability |
| 7 | Ratios & Proportional Relationships and The Number System | Expressions & Equations | Statistics & Probability | Geometry |
| 8 | The Number System and Expressions & Equations | Functions | Statistics & Probability | Geometry |

To learn more, please contact 1.877.505.9152